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ABSTRACT

The study's purpose was to gain information regarding the status of women in the field of adult education. Questionnaires were mailed to a randomly selected sample of 1,312 members of the Adult Education Association (AEA) to determine general member characteristics and male/female differences in income, educational levels and aspirations, participation levels, and awareness of sex discrimination. Based on a 70.8% response return, the survey indicated an approximately 60% male membership with a median age of 43.3 years for men and 50.2 years for women. A female earnings gap of approximately \$1,500 existed for 11-12 month employment and approximately \$3,000 for 9-10 month employment. Advanced degrees were held by 75.4% of male members and 70.9% of female members; male members were significantly more active at the national level. An awareness of some type of sex discrimination was indicated by 47.7% of the women and 28.1% of the men. Females responses to being a victim of sex discrimination were indicated concerning hiring, promotions, and salaries. Recommendations included more research in specific areas of adult education, a review of graduate school policies, legal action by the discriminated, and female recruitment for high administrative posts. The survey instrument is appended. (EA)

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THE STATUS OF WOMEN IN THE
ADULT EDUCATION ASSOCIATION OF THE
UNITED STATES OF AMERICA

By
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A Final Report Submitted in Partial
Fulfillment for the Requirements of
Adult Education 559--Directed Study and Practicum

Department of Adult Education
Federal City College
Washington, D.C.

June, 1973

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Statement of the Problem

In trying to create a society which is truly responsive to the needs of all individuals, the American public is becoming increasingly aware of the fact that much discrimination exists towards certain segments of the population in this country. Recently there has been much concern regarding discrimination against women, particularly in the area of employment.

Since any type of discrimination is, in reality, the same thing--anti-humanism--various vocations are beginning to evaluate their fields regarding the status of women in their profession. This study tried to ascertain information regarding the status of women adult educators who are members of the Adult Education Association (AEA) of the U.S.A. This information included income status, educational status and aspirations, activity levels of participation, and awareness, if any, to sex discrimination.

Purpose of the Study

Throughout the course of history in the United States, there have always been certain individuals who have questioned the social, legal, political, economic, sexual, and psychological roles which have been placed upon women in this society. However, due to the social climate at the time, the lack of awareness, and various other factors affecting the American people, little was done toward upgrading the status of women. Presently we are in an era in which women in adult education (as in other

fields), are becoming conscious of their rights and are seeking to utilize their talents and skills, thus maximizing their potential in providing education for millions of adults in the United States.

In order for adult educators to provide the best possible service to the general adult population, a study of the status of women adult educators was overdue. The results of this research will provide adult educators with the basic information necessary to initiate change in their profession if discrimination does exist.

The researcher is particularly interested in the subject matter as it can add to the meaningful understanding of women and their role in the field of adult education.

Whether there is sex discrimination in the field of adult education has yet to be determined. However, if American people are to participate to their maximum extent in this society, the subject matter is certainly worthy of investigation.

Review of Related Literature

Critical examination of the status of women in various organizations and professions has been a recent development in this country.

Helen S. Astin defines this phenomena:

The decade of the sixties saw the emergence of a new women's liberation movement with its major objectives of making women aware of who they are as human beings and helping them to recognize their potential and to define means and ways of actualizing themselves.¹

The Fact Sheet on the Earnings Gap, published by the Department of Labor, Women's Bureau, presently states that women who work at full

¹Helen S. Astin, Nancy Suniewick, and Susan Dweck, Women: A Bibliography of Their Education and Career (Washington, D.C.: Human Service Press, 1971), p. 1:

time jobs (year round), on the average, earn only \$3.00 for every \$5.00 earned by similarly employed men.² It further states that women who work full time the year round earn substantially less than similarly employed men who have the same amount of education.³

Various studies have been done in the field of education although the vast majority of these studies have dealt with women in higher education. Dr. Ruth Oltman of the American Association of University Women completed a research report entitled Campus 1970--Where Do Women Stand? and concluded that women do not have equal status with men at various levels (student body, administration, faculty, and trustees) in academe.⁴

----- Various other studies have been done on the status of women at the college or university level. A study prepared for the Committee of the Council of the University Senate at the University of Chicago concluded that discrimination against women (at the University of Chicago) may not be overt but the percentage of women on the regular teaching staff was considerably below average for all of the universities in the country.⁵

Studies of the status of women on other campuses reveal that women are consistently lower in rank and representation than men. In a

²U.S. Department of Labor, Employment Standards Administration, Women's Bureau, Fact Sheet on the Earnings Gap, (Washington, D.C.: December, 1971), p. 1.

³Ibid., p. 3.

⁴Ruth M. Oltman, Campus 1970--Where Do Women Stand?, Report of a Survey on Women in Academe to the American Association of University Women, Washington, D.C.: December, 1970 (Washington, D.C.: American Association of University Women, 1970), p. 24.

⁵Report of the Committee on University Women Prepared for the Committee of the Council of the University Senate, "Women in the University of Chicago" (Chicago, Illinois: May 1, 1970) p. 1.

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report entitled "Sex Discrimination at the University of Maryland" prepared for the Women's Equity Action League in the Fall, 1969, Bernice Sandler stated that most women faculty members were at the bottom of the academic hierarchy.⁶ Dr. Ann Scott of the University of Buffalo

and the National Organization for Women, in a statement before the Discrimination Against Women Hearings before the House of Representatives Committee on Education and Labor's Special Subcommittee on Education indicated that there is discrimination against women and that this accounts for their lower status. She stated: "And yet...we find on the campus a progressive evaporation of women as we climb the academic ladder, until at the top, women simply disappear."⁷

There have also been studies on educational opportunities available to women. Dr. Alice S. Rossi reported that the more prestigious the department (in sociology) the lower representation of women among top faculty. She also showed that women planning graduate work in sociology often have better academic records than men.⁸ These findings are substantiated by Ann S. Harris. She found that there is discrimination against women at all levels of higher education.⁹

⁶Bernice Sandler, Sex Discrimination at the University of Maryland, Report Prepared for the Women's Equity Action League, Washington, D.C., Fall, 1969 (Washington, D.C.: Women's Equity Action League, 1969).

⁷Ann Scott, Statement before the U.S. Congress, House, Committee on Education and Labor, Discrimination Against Women, Hearings, before a Special Subcommittee on Education on H.R. 16098, 92nd Cong., 2nd sess., 1970, p. 210.

⁸Alice S. Rossi, "Status of Women in Graduate Departments of Sociology, 1968-1969," The American Sociologist, (5-1, 1970), 1-12.

⁹Ann Sutherland Harris, "The Second Sex in Academe," American Association of University Professors Bulletin, (Fall, 1970), 283-295.

There are numerous other studies and reports which acknowledge the fact that women and men are on an unequal plain in the field of education. However, aside from the field of higher education, little is known about the status of women in adult education. This study can provide information regarding the status of women in the field of adult education.

Questions to be Answered

This study ascertained basic information regarding the status of women within the AEA of the USA. The study sought to determine the following:

1. General characteristics of AEA members.
2. Income comparison between men and women in the AEA.
3. Educational levels and aspirations of men and women in the AEA.
4. Activity levels of participation by men and women in AEA.
5. Awareness of sex discrimination by men and women in AEA.

Various minor factors were also examined. These included personal factors of adult educators and how these were correlated to their education, income, and awareness of sex discrimination.

Procedures

After reviewing the possible research design options for obtaining the data necessary to do this study, it was decided that the most practical method would be a survey of the individual membership of the AEA. This membership included professional men and women in the field of adult education who are located nationwide and in many types of employment situations. A questionnaire was formulated and is included in the Appendix, page 23. It was mailed to 50 percent of the total number of AEA individual

members (2,657) in the Summer of 1972. A systematic sampling method was used with every second name chosen starting with a randomly selected number.

The questionnaires were coded in order to provide for a follow-up procedure if a significant number of questionnaires were not returned after the initial mailing. However, upon receiving a substantial number of questionnaires, this follow-up procedure was not warranted.

Of a total AEA individual membership of 2657 (excluding Puerto Rico, Guam, and Canada), 1312 questionnaires were mailed to a randomly selected sample of members. Of the 1312 questionnaires mailed, a total of 929 responses (70.8 percent) were received which could be used for this study.

Upon receipt of the questionnaires, the responses were coded and a keypunch card was completed on each response. In the case of a question not answered, a "no response" was coded for the particular question.

Results of the Study

Characteristics of AEA Membership

Approximately 60 percent of the total AEA individual membership is male. Upon analyzing the data of the 929 responses, 569 were completed by men (61.2 percent) and 360 were completed by women (38.8 percent).

There was nothing unusual about the age distribution of AEA members, although the women tended to be several years older than the men. The median age for men was 43.3 years, while for women the median age was 50.2 years. This age pattern is shown in Table 1 on the following page.

TABLE 1
AGE OF MALE AND FEMALE AEA MEMBERS

Age Range	Male AEA Members		Female AEA Members	
	Number	Percent	Number	Percent
16-20	1	.2%	1	.3%
21-25	10	1.8%	8	2.2%
26-30	38	6.7%	15	4.2%
31-35	72	12.7%	26	7.2%
36-40	88	15.5%	38	10.6%
41-45	97	17.0%	45	12.5%
46-50	82	14.4%	58	16.1%
51-55	69	12.1%	58	16.1%
56-60	56	9.8%	44	12.2%
61-65	31	5.4%	34	9.4%
66 & Over	20	3.5%	28	7.8%
No response	5	.9%	5	1.4%
Total	569	100.0%	360	100.0%

In regard to marital status, 87.7 percent of the men were married while 43.1 percent of the women indicated this same status. In reporting single status, 40.8 percent of the women reported this response as opposed to 9.1 percent of the men. The remainder of each group were separated, divorced, widowed, or no response: 16.1 percent for women and 3.2 percent for men.

There were seven possible responses for the type of position held in the field of adult education. These responses were: (1) student (2) teacher (3) student/teacher (4) administrator (5) administrator/teacher (6) administrator/student and (7) other. Both men and women responded in practically the same order in indicating their position. While 44.1 percent of the men responded to being an administrator, 35.8 percent of the women responded to this same category. Twenty three percent of the men responded to being both administrator and teacher while 18.1 percent of the women responded to this type of position. Although "teacher" ranked the third most common position held by men (10.2 percent), "other" ranked third with the women (17.8 percent) and teacher ranked fourth (14.4 percent). Refer to Table 2 on the following page.

TABLE 2

TYPE OF POSITION HELD BY MALE AND FEMALE AEA MEMBERS

Position Held	Male AEA Members		Female AEA Members	
	Number	Percent	Number	Percent
Student	38	6.7%	16	4.4%
Teacher	58	10.2%	52	14.4%
Student--				
Teacher	14	2.5%	12	3.3%
Administrator	251	44.1%	129	35.8%
Administrator--				
Teacher	131	23.0%	65	18.1%
Administrator--				
Student	22	3.9%	11	3.1%
Other	38	6.7%	64	17.8%
No response	17	3.0%	11	3.1%
Total	569	100.1% ^a	360	100.0%

^aDue to rounding.

The male and female members of the AEA have been employed in the field of adult education approximately the same amount of time.

Income

In analyzing income, it is important to understand that many variables can influence a person's salary. These variables include educational status, experience, type of work accomplished, and location of employment. In the analysis of AEA members, the respondents were studied in two separate groups: (1) those AEA members whose salary was based on a full-time basis (40 hours a week), 11-12 months a year and (2) those AEA members whose salary was based on a full-time basis (40 hours a week), 9-10 months a year.

The AEA members who responded to their employment salary based on a 40 hour week, 11-12 months a year were 445 men (78 percent) and 246 women (68 percent). The median salary for men in this category was \$18,109 and for women it was \$14,513 a year. This indicated an earnings gap between men and women of \$3596 a year.

In analyzing the income of AEA members in this group in relation to their educational status, there was a lower but still significant earnings gap between men and women. See Table 3:

TABLE 3

MEDIAN INCOME AND EARNINGS GAP OF MALE AND FEMALE AEA MEMBERS WHO WORK 40 HOURS A WEEK, 11-12 MONTHS A YEAR AS COMPARED WITH EDUCATIONAL DEGREE HELD

Degree Held	Male AEA Members		Female AEA Members		Earnings Gap
	Number	Median Salary	Number	Median Salary	
Bachelor's	31	\$13,333	55	\$11,750	\$1,583
Master's	220	\$16,314	147	\$14,866	\$1,448
Doctorate	167	\$20,090	27	\$18,666	\$1,424

When this same category (full-time, 11-12 months a year) of adult educators were compared to the type of employment (government: city/town, county, state, federal, and private professional/commercial, self-employed, or other) the two largest categories were used for analysis (state government and private professional/commercial) in regards to salary. On the state government level, the median salary for men was \$18,040 and for women it was \$14,905 while at the private professional/commercial level of employment the median salary was \$15,800 and \$14,200 respectively. The number of AEA members involved in this analysis was 184 men and 102 women employed by state governments and 110 men and 56 women employed by private enterprises.

Of those AEA members whose salary was based on a 40 hour week, 9-10 months a year, thirty nine were males (6.8 percent) and thirty eight were females (10.5 percent). There was a \$4,717 a year earnings gap between men and women in this category as the median salary for males was \$17,272 a year and for females the median salary was \$12,555.

When this same category of adult educators was compared to educational level, the earnings gap closed slightly. See Table 4.

TABLE 4

MEDIAN INCOME AND EARNINGS GAP OF MALE AND FEMALE AEA
MEMBERS WHO WORK 40 HOURS A WEEK, 9-10 MONTHS
A YEAR AS COMPARED WITH EDUCATIONAL
DEGREE HELD

Degree Held	Male AEA Members		Female AEA Members		Earnings Gap
	Number	Median Salary	Number	Median Salary	
Master's	21	\$14,800	22	\$11,857	\$2,943
Doctorate	14	\$19,000	10	\$16,000	\$3,000

Note:

Analysis of the Bachelor's Degree members was not undertaken in Table 4 due to the low number of AEA members (two males and five females) in this category.

The major place of employment category for adult educators who were employed full time, 9-10 months a year was the state governments. With nineteen males and twelve females responding in this category the median salary was \$16,000 and \$15,400 a year respectively.

In analyzing the married and single women who work full-time, 11-12 months a year and those who work full time, 9-10 months a year, there was no significant difference in their income due to their marital status.

Education

According to the data received from the questionnaires, the AEA's membership consisted mostly of individuals who have received at least a Master's Degree. The response indicated that 75.4 of the men possessed a Master's or Doctorate Degree while for women 70.9 percent possessed the same degrees. When the males and females were analyzed separately by each educational degree, the data indicated that the men in AEA received

more advanced educational degrees (Doctorate level) on a larger scale than the women in AEA. Refer to Table 5.

TABLE 5
EDUCATIONAL DEGREES HELD BY MALE AND FEMALE
AEA MEMBERS

Degree Held	Male AEA Members		Female AEA Members	
	Number	Percent	Number	Percent
None	11	1.9%	13	3.6%
Associate	3	.5%	3	.8%
Bachelor's	47	8.3%	84	23.3%
Master's	289	50.8%	208	57.8%
Ed.D.	74	13.0%	20	5.6%
Ph.D.	112	19.7%	25	6.9%
Other Doctorate	11	1.9%	2	.6%
Other	21	3.7%	3	.8%
No response	1	.2%	2	.6%
Total	569	100.0%	360	100.0%

In analyzing the educational degrees held by married and single women, each group had approximately the same amount of education. Marital status did not seem to be a significant variable in relation to educational status achieved.

Of those AEA members who were working on educational degrees at the time of completing the questionnaire, 32.9 percent of the men and 29.4 percent of the women responded to this question. Again, it appears that the same proportion of men and women are working toward more advanced degrees (above the Master's Degree level). See Table 6 on the following page.

TABLE 6

MALE AND FEMALE AEA MEMBERS WORKING
ON EDUCATIONAL DEGREES

Degree Held	Male AEA Members		Female AEA Members	
	Number	Percent	Number	Percent
None	348 ^a	61.2%	223 ^a	61.9%
Associate	1	.2%	1	.3%
Bachelor's	1	.2%	3	.8%
Master's	41	7.2%	52	14.4%
Ed.D.	61	10.7%	22	6.1%
Ph.D.	65	11.4%	23	6.4%
Other Doctorate	6	1.1%	1	.3%
Other	12	2.1%	4	1.1%
No response	34	6.0%	31	8.6%
Total	569	100.1% ^b	360	99.9% ^b

^aIncludes those AEA members who already possess certain degrees.

^bDue to rounding.

Activity Level

Various types of activities of adult educators were surveyed to seek an understanding of the levels of activities men and women undertook in their profession. The following activities were surveyed:

1. Delivering a speech.
2. Commission chairperson.
3. Received award or special recognition.
4. Published an article or book.
5. Officer in an organization.
6. Consultant.
7. Served on a committee.
8. Attended adult education conference(s).
9. Attended other professional conference(s).

Those adult educators responded to three levels of these activities: national/state, local, and both. From the responses given, men were slightly more active than women in most of the areas with the following exceptions:

1. Women tended to be more active than men on the local level only in the areas of: consultant, served on a committee, attended adult education conference(s), and attended other professional conference(s).
2. Men were significantly more active than women in attending other professional conferences at the national level and on both national/state and local levels regarding consultant, served on a committee, attended adult education conference(s), and attended other professional conference(s).

Awareness of Sex Discrimination

In attempting to seek information regarding an awareness of possible sex discrimination in the field of adult education, six possible areas were surveyed: admission to (graduate) school, stipend disbursements, hiring, promotions, salaries, and other. Nearly half (47.7 percent) of the women responding to this survey indicated that they were aware of some type of sex discrimination. Of the men responding, 28.1 percent felt that there was discrimination based on sex in the field of adult education.

Within these six areas of possible sex discrimination, hiring, promotions and salaries were the most common areas for an awareness of discrimination. The following table (Table 7) shows the areas of possible discrimination and the percentages of those AEA members who were aware of this type of discrimination.

TABLE 7

MALE AND FEMALE AEA MEMBERS WHO INDICATED
AN AWARENESS OF SEX DISCRIMINATION

Areas	Male AEA Members		Female AEA Members	
	Number	Percent	Number	Percent
Admission	12	2.1%	16	4.4%
Stipends	12	2.1%	19	5.3%
Hiring	93	16.3%	77	21.4%
Promotions	99	17.4%	109	30.3%
Salaries	98	17.2%	123	34.2%
Other	14	2.5%	13	3.6%

Note:

In this analysis, AEA members "overlap" in their responses as it was possible to indicate an awareness to sex discrimination in more than one area. Table 7 includes the 28.1 percent of the men and 47.7 percent of the women who indicated an awareness of sex discrimination in the field of adult education.

AEA members who indicated that they felt they were aware of sex discrimination were analyzed according to income and educational status and there was no significant group who felt more of an awareness than any other group. In other words, income and educational status did not seem to be a significant variable in noting an awareness to sex discrimination. Generally, one out of every two women at every income and educational level and one out of every four men indicated an awareness of sex discrimination. Further analysis between married and single women indicated that both groups were aware of sex discrimination at nearly the same rate (47 percent and 45.5 percent respectively).

Information was gathered as to whether an AEA member had ever felt that he/she had ever been an actual victim of sex discrimination within the field of adult education. Women responded significantly in the areas of hiring, promotions, and salaries. In these areas, 5.6 percent, 11.1 percent and 19.4 percent felt that they have been a victim of sex discrimination in these respective areas.

Interpretations

In an attempt to interpret the data accumulated in this general study, certain areas of information became significant. The number of responses received (70 percent) from the AEA members who were sent questionnaires indicated that there was a high level of interest in the status of women in the adult education profession. This interest was equally shown by the number of responses from both men and women in the field.

In interpreting the results of the study, women tended to take an active part in the profession of adult education. This may not seem too surprising as the field of education in the 20th Century has been one of the few professions in which women have traditionally been allowed to participate. Although studies completed in the field of education indicate that women do not necessarily "run" the institution of education, they do participate on the lower professional levels. The AEA's membership indicated that nearly 40 percent of the membership consisted of women.

According to the income analysis of AEA members, the data indicated that there is a substantial earnings gap between men and women. Even when educational status is compared with income, men's salaries clearly outrank his "equal" female counterpart.

Although men tend to have more advanced degrees than women, both sexes seem to be well-educated with at least an education at the Master's Degree level. Although women (white women anyway) have traditionally stopped their formal education at an earlier stage than men due to family responsibilities and social pressures, it may be that women are discriminated against regarding entrance to graduate school. Although the data

in this study was general and did not specifically address itself to this issue, this could be another reason for the difference in educational levels between men and women.

The data received in this study indicated that a very significant percentage of members were aware of some type of sex discrimination. Nearly one out of every two women and over one out of every four men indicated that they were conscious of this type of discrimination. This is a substantial rate of awareness considering that discrimination based on sex is illegal. The rate of women responding to the question as to whether they had actually been a victim of sex discrimination was also high, especially in the areas of promotions and salaries. Over one out of ten women and almost one out of five women in the AEA indicated that they felt that they have been victims of discrimination based on sex in these respective areas.

Summary and Recommendations

As stated previously in this research report, this study was a general study undertaken to seek information regarding the status of women in the AEA. With the recent emergence of laws and social pressures indicating that women should have equal opportunity in this society, many professions are evaluating their fields to insure that this access is available to women. The field of adult education is not unlike other fields in this matter. This study was undertaken to obtain information which would indicate the status of women in the field of adult education and, depending on the results, have a basis upon which the AEA could initiate positive change in the profession.

This study sought to inquire a basic profile of AEA members along with their educational and income status, activity level status, and indications of any type of sex discrimination. A sample of the individual membership was used in the AEA in which 50 percent of the individual members were sent questionnaires. Of this sample, 70 percent returned the completed questionnaires. Upon analysis of the data, women tended to be older than the men and a large proportion of the women were single. There was a significant earnings gap between men and women in the field of adult education even when their education and place of employment were taken into consideration. Although the vast majority of members held at least a Master's Degree, men held more advanced degrees at a larger rate than women. The male and female members generally participated equally in adult education activities although women tended to be more active on the local level and men more active on the national/state level. Finally, there was a significantly high proportion of the membership who felt that there was active sex discrimination in the field of adult education, especially in the areas of hiring, promotions, and salaries. These results indicate that women do not have equal status with men in the AEA.

Although this was a very general study and it attempted to gather information regarding the status of women in the AEA, several recommendations are in order. First, more research is necessary in specific areas of adult education in order to determine more specific knowledge on the status of women in the field. Secondly, those members who are affiliated with graduate schools and stipend disbursements should review their policies regarding women and initiate the necessary changes in order to give women access to those programs. Thirdly, those members who are aware or feel

they have been discriminated against should seek legal relief by consulting with the proper authorities. Fourthly, recruitment for women in high administrative posts should be initiated. Finally, adult educators should become aware of types of discrimination against women--be they overt or covert--in order to insure equal opportunities to female co-workers.

These recommendations should be implemented if the field of adult education is to be a profession in which individuals can clearly exert themselves to their maximum potential. In denying women this potential, women are deprived one of the basic premises upon which adult education is based: the belief that people have the potential for growth. If women are denied this potential for growth, women not only suffer a grave, personal injustice, but society in general deprives itself of 50 percent of its human resources.

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Appendix A

Questionnaire Cover Letter to AEA Members

May 24, 1972

Dear Adult Educator:

Your help is needed! As adult educators, we are concerned with maximizing and utilizing the potential of all people. A study on the status of women within the Adult Education Association is being undertaken and your assistance is needed. This study is being conducted in cooperation with the Commission on the Status of Women of the Adult Education Association and The Federal City College.

Your name has been randomly selected to participate in this study. Won't you please take a few minutes of your time and complete the enclosed questionnaire? A pre-stamped envelope has been provided for your convenience.

As soon as the study has been completed, the results will be published.

Thank you. Your assistance is greatly appreciated.

Sincerely,

Susan E. Wilson
Susan E. Wilson

Appendix B

Questionnaire Sent to AEA Members

The Status of Women in the AEA of the USA

QUESTIONNAIRE

Directions: Please answer each question by circling the appropriate answer.

1. Sex
 1. Male
 2. Female
2. Age
 1. 16-20
 2. 21-25
 3. 26-30
 4. 31-35
 5. 36-40
 6. 41-45
 7. 46-50
 8. 51-55
 10. 56-60
 11. 61-65
 12. 66 and over
3. What section of AEA are you most active in? (Choose only one.)
 1. Armed Forces, Ed. & Training
 2. Community College Adult Ed.
 3. Community Development
 4. Continuing Ed. for the Professions
 5. Correctional Institutions
 6. Continuing Ed. for Women
 7. Education for the Aging
 8. Graduate Students in Adult Ed.
 10. Home and Family Life Ed.
 11. International Affairs
 12. Labor Education
 13. Liberal Adult Education
 14. Mass Media in Adult Education
 15. Religious Adult Education
 16. Residential Adult Education
 17. Training--Education & Industry.
 18. Training & Professional Development
 19. No particular section
4. Marital Status
 1. Single (never married)
 2. Married (currently)
 3. Separated/Divorced
 4. Widowed
5. Number of Children
 1. 1 Child
 2. 2 Children
 3. 3 Children
 4. 4 Children
 5. 5 Children
 6. 6 Children
 7. 7 or more children
 8. None
6. Age of Youngest Child
 1. 0-2 years old
 2. 3-5 years old
 3. 6-11 years old
 4. 12-14 years old
 5. 15-17 years old
 6. 18-21 years old
 7. 22 and over
 8. No children
7. Position in Adult Education Field
 1. Student
 2. Teacher
 3. Student and Teacher
 4. Administrator
 5. Administrator and Teacher
 6. Administrator and Student
 7. Other, please specify _____
8. Salary
 1. Under \$7000
 2. \$7000-\$8999
 3. \$9000-\$10,999
 4. \$11,000-\$12,999
 5. \$13,000-\$14,999
 6. \$15,000-\$16,999
 7. \$17,000-\$18,999
 8. \$19,000-\$20,999
 10. \$21,000-\$22,999
 11. \$23,000-\$24,999
 12. \$25,000 and over

9. Is this salary based on
 1. 9-10 months?
 2. 11-12 months?
 3. other? Please specify _____
10. Employment Status:
 1. Part-time (less than 20 hrs. a week)
 2. Part-time (more than 20 hrs. a week)
 3. Full-time
 4. Unemployed
11. Is your employment:
 1. Government (city or town)
 2. Government (county)
 3. Government (state)
 4. Government (federal)
 5. Private (commercial, professional)
 6. Self-employed
 7. Unemployed
 8. Other, please specify _____
12. How many years have you been actively working full-time in the field of adult education?
 1. None or less than one year
 2. 1-3 years
 3. 4-6 years
 4. 7-9 years
 5. 10-12 years
 6. 13-15 years
 7. 16-18 years
 8. 19 or more years
13. How many years have you been actively working part-time in the field of adult education?
 1. None or less than one year
 2. 1-3 years
 3. 4-6 years
 4. 7-9 years
 5. 10-12 years
 6. 13-15 years
 7. 16-18 years
 8. 19 or more years
14. What is the highest degree, if any, that you now hold?
 1. None
 2. Associate
 3. Bachelor's
 4. Master's
 5. Ed.D.
 6. Ph.D.
 7. Other Doctorate
 8. Other, please specify _____
15. What degree, if any, are you presently working toward?
 1. None
 2. Associate
 3. Bachelor's
 4. Master's
 5. Ed.D.
 6. Ph.D.
 7. Other Doctorate
 8. Other, please specify _____
16. Did you (or do you presently) have any assistance (financial) in attending school in adult education? (Circle as many as appropriate.)
 1. Personal and/or family income
 2. Fellowships/Scholarships, or Traineeships
 3. Assistantship
 4. Government loans and/or aids
 5. Commercial loans
 6. G.I. Benefits
 7. Sabbatical leave
 8. Other, please explain _____
17. Are you aware of any sex discrimination pertaining to Adult Education programs in any of the following? (Circle as many as appropriate.)
 1. Student opportunities regarding admission
 2. Student opportunities regarding stipends, etc.
 3. Hiring
 4. Promotional opportunities
 5. Salaries
 6. Other, please specify _____
 7. Not aware of any

18. Have you been a victim of any sex discrimination in Adult Education programs in any of the following? (Circle as many as appropriate.)
1. Student opportunities regarding admissions
 2. Student opportunities regarding stipends, etc.
 3. Hiring
 4. Promotional opportunities
 5. Salaries
 6. Other, please specify _____
 7. Have not been a victim
19. Is there a rule against nepotism where you are employed?
1. Yes
 2. No
 3. Do not know
20. Have you ever held an office in the national AEA of the USA?
1. Yes
 2. No
21. Have you ever held an office in the regional chapter of the AEA of the USA?
1. Yes
 2. No
22. Have you ever held an office in the state-wide chapter of the AEA/USA?
1. Yes
 2. No
23. Have you ever been nominated for such an office?
1. Yes
 2. No
24. Have you been involved in any of the following activities related to adult education during the past year? (Please circle as many as appropriate at the national-state level (1), local level (2), or both levels (1 and 2.)

	<u>National/State</u>	<u>Local</u>
Delivered a speech	1	2
Commission chairperson	1	2
Received award or special recognition	1	2
Published an article or book	1	2
Officer in an organization	1	2
Consultant	1	2
Served on a committee	1	2
Attended adult education conference(s)	1	2
Attended other professional conference(s)	1	2

25. What kind of program or agency are you now employed with? _____
26. In what state are you now employed? _____

Thank you!

Computer purposes only: Code number _____